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AUTHOR Prince, James; Steadman, David G.
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ABSTRACT

In response to recent national reports on educational excellence and effective schools, the Northwest Association of Schools and Colleges commissioned research and recommendations for possible standards and policy revision or implementation in three areas: (1) student conduct and attendance; (2) length of the student day/year and more effectively allocated time use; and (3) standards for computer literacy and computer course offerings. The report presents findings from reviewing pertinent information published since January 1981 from three source areas: (1) other regional accreditation agencies; (2) current literature, including major national reports; (3) state statutes and state boards of education regulations. It was concluded that the changing world and information explosion require an updating and restructuring of school systems. Course requirements or competencies in computer literacy, as well as integrating the learning of computer literacy across the curriculum, are needed. Establishing minimum school/day requirements and examinations of allocated time by each school, should be considered. Each school and district should have a written code of conduct to protect all parties and establish both authority and responsibility. Details of these recommendations are specified. (BS)

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An evaluative study of the need for revision or inclusion in the Northwest Association of Schools and Colleges Standards items relative to computer literacy and programming; student conduct and attendance; and length of student day/year.

A RESEARCH PAPER PRESENTED TO
THE PRESIDENT'S COMMITTEE OF THE COMMISSION ON SCHOOLS
OF THE NORTHWEST ASSOCIATION OF SCHOOLS AND COLLEGES
June 12, 13, 1984
Portland, Oregon

by

James Prince, M.Ed.
and
David G. Steadman, Ed.D.

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Chapter 1

INTRODUCTION AND BACKGROUND INFORMATION

As a result of an ad hoc committee of the NASC study of recent national reports dealing with effective schools and excellence in education, several common threads were determined as potential areas for standards revision and/or inclusions.

The State Chair from Idaho elected three of the areas that were designated by the ad hoc committee as topics for research to be reported to the President's Commission in June, 1984, in Portland, Oregon.

The areas selected were:

4. Student conduct and student attendance.

5. Length of the student day/student year and more effective use of allocated time.

9. Standards for computer literacy and computer programming course offerings.

Two researchers - James Prince, Principal of Aberdeen High School and David G. Steadman, Director of Accountability, Idaho State Deprtment of Education, undertook the project on behalf of Idaho and the Commission on Schools.

NEED FOR THE STUDY

From 1982-83 no less than ten national reports were sponsored by various institutions and organizations relative to the state of secondary education in America. With each report came a set of recommendations or at least indications that secondary education needed to be reviewed and upgraded. The precise format for doing such was frequently inconsistent and in some cases non-existent. The overall message from the reports, from the U.S. Commissioner on Education, Terrell Bell, and from the President of the United States, Ronald Reagan, was very clear, however - revise current methods, practices, and procedures to enhance educational opportunity and performance or we as a nation are in jeopardy of faltering and losing our status as world education leaders.

The Northwest Association of Schools and Colleges cite several purposes in the standards and policies manual which are cause for response to the aforementioned situation. These purposes are to:

1. Advance the cause of education in the schools and colleges of the Northwest.

2. Develop educational policies and activities which will extend and improve educational opportunities and services.

3. Develop criteria of evaluation which will continuously stimulate, evaluate, and accredit vital educational effort.

4. Promote cooperative relationships among colleges and schools in order to attain these ends. (1:4*)

The need to assess existing standards and policies within and among the States of the Northwest in light of the various report recommendations becomes a crucial reality. This assessment, collateral with a review of nationwide accreditation policies, should give impetus for possible revision or implementation of policy by the NASC.

The need for a study may be concisely summarized by observing that it is clearly the responsibility of the NASC to respond to all issues that might directly effect the organization's ability to continue as a current, reputable vehicle for accreditation of schools in the Northwest.

STATEMENT OF THE PROBLEM

Now that the reports have been issued and the challenge made, a response of some form is desirable, lest there be a reactionary response to the reports without fundamental study and research, it becomes paramount to give a detailed responsible review and subsequent proposal for consideration. Although there is some scarcity of research that has been completed which is specifically related to the topic areas, a great amount of literature and current practice is available to glean ideas and trends from. The problem then becomes one of analyzing the information and synthesizing it into presentable "standards" type recommendations.

SIGNIFICANCE OF THE STUDY

As a regional accrediting association, the NASC is heavily relied upon for direction and guidance by each state and individual school member. Studies such as these that may lead to revision, and/or implementation of new standards then become of extreme importance. The impacts of such research can have profound effects on the educational well-being of all concerned. It necessarily follows that such research should be both precise and complete. Despite time and material constraints, every effort to abide by the potential significance was observed.

* (Bibliographic entry number:page number)

PURPOSE OF THE STUDY

The purposes of this research was to study current practices, policies and literature, locally and regionally as they pertained to the problem statement. As a result of such studies, the objectives listed below would be addressed.

Objectives

The objectives of this study were to make some reliable conclusions and recommendations as to the need for standards revision or implementation. In detail the objectives were as follows:

1. To review the current policies and practices of the Northwest Association of Schools and Colleges as they pertain to:

   a. standards for computer literacy and programming course offerings;

   b. student conduct and student attendance;

   c. length of student day/year and more effective use of allocated time.

2. To review other regional accreditation association practices and policies as they specifically relate to:

   a. standards for computer literacy and programming course offerings;

   b. student conduct and student attendance;

   c. length of student day/year and more effective use of allocated time.

3. To review the current literature including the major national reports regarding;

   a. standards for computer literacy and programming course offerings;

   b. student conduct and student attendance;

   c. length of student day/year and more effective use of allocated time.

4. To review state statutes, regulations, and state board policies of member states relative to:

a. standards for computer literacy and programming course offerings;

b. student conduct and student attendance;

c. length of student day/year and more effective use of allocated time.

5. Based upon findings in 1, 2, 3, and 4 recommend areas for standards revision in the NASC Standard and Policies Manual.

DELIMITATIONS

This study was limited to literature available and pertinent that was published no earlier than January 1981, to materials submitted by the six regional accreditation associations, to the standards of the Northwest Association of Schools and Colleges and to the State Board policies and guidelines of each member state.

Literature, research and opinion relative to the purpose statement that is not listed above was not considered.

DEFINITIONS SECTION

Attendance - refers to policies, standards and/or regulations defining percent or average attendance required before credit is awarded.

Computer literacy - knowledge of computers and an understanding of the social implications of that knowledge; and the ability to apply skills in communication with computers.

Conduct - refers generally to policies, standards, regulations, and/or definitions governing the behavior of high school students. Used synonymously with discipline.

Computer programming - a secondary school course whose purpose is to teach uses of various computer languages.

Student day - refers to the length in minutes/hours of the school day, generally exclusive of lunch breaks and passing. Used synonymously with "school day."

Student year - refers to the number of days of the school year, exclusive of evening and summer school programs. Used synonymously with "school year."

ORGANIZATION OF THE REMAINDER OF THE STUDY

Chapter 2 of this study will give a detailed review of the current literature which is related to the stated objectives. It will be broken into three sections, each of which will deal with a separate objective.

Chapter 3 gives a summary of the data, opinions and literature reviewed. Origination of research material is also discussed.

Chapter 4 is a summary of the study, the conclusions and the recommendations.

Chapter 2

REVIEW OF THE LITERATURE

The purpose of this chapter is to provide the commission some insight into the following areas related to the study.

1. To examine and compare the six regional accreditation association standards, as they pertain to the common threads identified for potential standards revision or inclusion.

2. To review State Department and/or State Board policy and guidelines of member states to determine current emphasis or policy relative to the common threads.

3. To review current literature in an effort to determine professional emphasis or policy statement as they pertain to the common thread elements. This section includes a review of the various national reports and effective school research.

Regional Accreditation Reviews

There are six regional accreditation associations found in the United States. Each has developed unique philosophies, standards, and guidelines whereby they evaluate their schools. There is a clear demarcation, however, between methods and standards used by these associations:

In general, there are two prevailing systems of regional accreditation. One is marked by clear delineation of standards while the other group cites qualititative analysis in light of stated objectives rather than quantitative minimums or maximums.

The Northwest Association of Schools and Colleges is essentially "quantitative standards" oriented and therefore usually specific "minimums" or "maximums" in terms of "shalls" or "shoulds"are listed. Standards relative to the research objective statements in the NASC are somewhat obscure or nonexistent, however.

For example, in Standard I, only indirect reference is made to computer classes in that they may be counted in the total course offerings in science, math or practical arts, but no specific requirement or category for literacy or programming is called for. Most frequently these classes are listed as "special courses." (1:24)

Likewise in Standard I, only indirect reference is made to student conduct/attendance, whereby it states that schools are required to "interpret to staff, students and patrons the administrative policies and practices of the schools. This provision shall be made in the form of a manual, handbook, brochure, or other written document which will be made available to all who are interested. The topics shall include but not be limited to the following. . . .

3. Basic practices related to: . . .

(c) Attendance - absences, excuses, etc." (1:23)

Student attendance is also briefly addressed in Standard V of the NASC policies and standards book, whereby permanent records are required to include minimum information on attendance. (1:31 (1:31) There is no reference found in the NASC Standards and Policies handbook relative to length of student day or student year.

Hence even though the NASC is essentially "standards" oriented, there is a conspicuous absence of requirements relative to computer courses, length of school day/year and students conduct or attendance.

The North Central Regional Accreditation Association could also be categorized as being "standards" oriented. Despite the number of "shall" statements relative to course requirements, staffing, equipment, etc., there are no specifications for the threads in question; or as stated by John W. Vaughn, Executive Director of the North Central Association,

> "NCA has 21 state committees. . . and each is allowed considerable discretion in any area for which the Commission itself has not developed a standard." (2:1)

and speaking particularly of computer programming/literacy, he states:

> "The concensus of most of our commissioners at this time is that the area is in such flux that no clear direction for a standard has presented itself as yet." (2:1)

Consistent with the analysis of the NASC Standards and Policies, the NCA standards lend little pattern or suggestion as to what ought to be when speaking of computer literacy or programming.

In terms of student day and year, the NCA standards are more precise:

> "2.60 The school shall organize its schedule of classes in a pattern most appropriate for achieving objectives of the program and may provide varying time periods as need arises.
>
> "2.61 The length of the school year shall be at least 180 days with classes in session for at least 175 days. State committees may approve a school year of fewer than 175 days occasioned by natural disasters, such as hazardous weather and energy crises.
>
> "2.62 A school day of at least six (6) clock hours, exclusive of lunch time, shall be made available for all students." (3:8)

No direct references are made in the standards pamphlets to student conduct codes or to minimum attendance.

The Southern Association of Colleges and Schools may also be categorized as quantitative standards oriented, like the NASC and NCA standards that relate specifically to computer programming and literacy do not currently exist. Joseph M. Johnson, Executive Director of the Commission on Secondary Schools, suggests in his comments that this may soon change:

> "At the present time, we have no standards which specifically relate to computers or computer education. However, our Committee on Standards and Policies is studying this situation and will make necessary and appropriate recommendations about this area at some later date. At the present time, we are treating computers and computer education as we have always treated any new ideas concerning curriculum." (4:1)

Relative to student day/year, the Southern Association of Colleges and Schools has a minimum standard of 175 school days where directed instruction between teachers and students occurs (Sec. 3.2.1). One-hundred and thirty clock hours, literal time, is required for a unit of credit. (Sec. 3.4.1) (5:4)

The other three regional accreditation associations categorize themselves as essentially qualitative rather than quantitative. These are the Middle State Association of Colleges and Schools, (MSACS), the Western Association of Schools and Colleges (WASC), and the New England Association of Schools and Colleges (NEASC). The nature of qualitative versus quantitative standards could be be summarized by observing some comments made by these associations relative to the thread areas. Robert J. O'Donnell, Director of Evaluation for the NEASC states that:

> "The Commission Standards are qualitative rather than quantitative in nature. For that reason, we do not prescribe that courses such as computer literacy and/or computer programming be taught." (6:1)

Frederich Olvo, Executive Director of the Middle States Association suggests that:

> "The Commission of Secondary Schools of the Middle States Association maintains standards which are qualitative in nature and not quantitative. Thus our standard relating to educational programs does not specify that a school must provide specific subjects or courses in meeting that standard. Rather, MSA is concerned with the qualitative nature of the total school curriculum in relationship to the school's stated philosophy and objectives. Consequently, in MSA we do not specify a computer programming or literacy requirement, nor do we have a requirement for any specific math, science, English, foreign language or any other given course." (7:1)

And similarly from the WSAC manual, Procedures for Appraising the High School, Form A, 1984 edition,

> "A school shall be evaluated on the basis of the degree to which it is accomplishing the purposes and functions outlined in its own statement of objectives, and on the appropriateness of those purposes and functions for an institution of its type. In addition, to qualify for accreditation, a school must give evidence of adequately meeting the following criteria which are established as general guidelines to determine the effectiveness of a school's educational program and services." (8:ii)

Subsequently, the most directive statement associated with computer literacy and programming would be as follows from the same manual:

> "A school should have a curricular program with written course descriptions and objectives that provides all its students with suitable courses of instruction, consistent with the school's philosophy and goals, and students' needs, abilities and interests.
>
> "The curriculum should be the object of continuous development by faculty, students, and administration. This process should be concerned with the nature, scope, and effectiveness of individual courses, and also with their interrelationship with the curriculum as-a-whole." (8:ii)

In summary, there are basically two distinct avenues for standards accreditation relative to the thread objectives. Three regional associations subscribe to qualitative formats, while the other three are essentially quantitatively oriented. Neither philosophy currently addresses the issue of computer literacy or computer programming very specifically. Those with a qualitative orientation will inherently address the issue through their extant evolutionary process. Those who essentially espouse minimum standards will likely mandate something in the not too distant future. How much, when, where, etc., patterns are not yet clear.

Relative to school day/year and attendance/conduct, the qualitative associations again specify no usable direction. Likewise there is no concensus among quantitative associations relative to these objectives. A trend for at least 175 days of schools is shared by the North Central Association and Southern Association, however.

State Board Rules and Regulations Review

Rules, regulations, policies and other such mandates are disseminated in various ways in the Northwest states. Compliance relative to these is also handled in different manners. The purpose of this portion of the review was to analyze the Northwest State regulations as they pertain to the areas of investigation. The review is limited to those materials received from the four states who chose to send them. These were Washington, Alaska, Idaho, and Oregon. No materials were received from Nevada, or Montana, and Utah's materials arrived too late.

Alaska submitted materials from Title 4 Education - Regulations Through Register 86 - The Alaska Administrative Code, published by the Alaska Department of Education. In this manual, a description of course requirements are given for the state in Section 4 AAC 06.075 (9:11). No reference is made to courses deal dealing with technology, computer programming or computer literacy.

An allusion to student conduct/discipline is made as follows in Section 4 AAC 07.010 and 4 AAC 07.050:

> "(a) Each school district shall develop and adopt policies regarding student rights and responsibilities. These policies must address both substantive and procedural matters relating to standards of student behavior, treatment, and discipline. A uniform discipline policy must be in effect throughout the district for the purpose of establishing standards and procedures in matters relating to student discipline. The procedures, at a minimum, must address the following:
>
> "(1) routine discipline case procedure; and
>
> "(2) chronic or serious discipline case procedure.
>
> "(b) All district policies must be consistent with the federal and state constitutions, state statutes, and regulations as written or construed by courts of competent jurisdiction. (Eff. 8/30/75, Reg. 55; am 3/1/78, Reg. 65)." (9:14)

Collateral with this emphasis, the following is cited:

> "Since student rights and responsibilities in the public schools are recognized as an ever changing and constantly developing area, each district shall review its policies and make such revisions as statutes,

> regulations or court decisions make necessary. District reviews shall be accomplished at least once every three years. (Eff. 8/30/75, Reg. 55) (9:14)

There was no apparent reference to length of student day/year in this particular administrative code.

The Idaho State Board of Education Rules and Regulations for Public Schools K-12 were somewhat more specific regarding the thread objectives. Computer literacy and programming, while not required, may be used to satisfy the graduation requirements for mathematics - which becomes effective in 1988 (IDAPA 08.02.E.10,3.a.iii).

A description of the course which satisfies this requirement is as follows:

> "Math II is a course created to be used to introduce computers to students and to be used as a math course. This course is expected to include all aspects of computers along with using it as a problem solving tool. This course can be taught at two different levels with one level for the general students and one for college-bound students. The college-bound class will be much more math oriented and will be considered a computer science class. Over a period of time, the regular Math II course will develop from a computer literacy type course to a mathematics survey course which may include expanded computer applications in mathematics. This course must be tied to "hands-on" experience with computers." (10:08.02.E.10,3.a.iii)

Specific course goals and objectives are also supplied for this requirement in the State Curriculum Guide.

As for student day/year, a policy was described in Sec. 08.02.E. 10.,2.b, which stated that:

> "For secondary schools, the school day shall consist of a minimum of five and one-half (5 1/2) hours per day or 27 1/2 per week (5 days), exclusive of breaks, passing time and lunch period. Students in secondary schools shall be required to register for a minimum of six classes each day which may include one scheduled, supervised study hall, unless excused by the local board of trustees. (Effective July 1, 1985)." (10:08. 02.E.10,2.b)

and that:

> "Class periods in secondary schools shall be scheduled to ensure that 140 clock hours of instruction have been completed before a unit of credit is allowed."

Student attendance was addressed in Idaho State Board Rules Section 08.02.A.5:

> "Each school shall keep accurate attendance records. Except in extraordinary cases, as determined by the local board of trustees, credit will not be given to any student in a subject when the student was not in attendance at least 90% of the time that subject was being taught.
>
> "Absence from class for any reason including illness, school activities, or family convenience, shall be counted when the percentage of attendance and consequent eligibility for credit is calculated. For example, a student taking an all-day field trip for one class is considered absent from other classes missed that day. (Effective 7/1/84)" (10:08.05.A.2)

The Idaho State Board of Education currently cites no regulations specific to student conduct. The Idaho legislature did enact a law relative to discipline codes in the 1984 legislative session, however. This section allows each school district to have certain powers and duties, one of which is:

> "6. To prescribe rules for the disciplining of unruly or insubordinate pupils, such rules to be included in a district discipline code adopted by the board of trustees and provided in writing at the beginning of each school year to the teachers and students in the district. . . (I.C. 33-512)" (11:49)

Summarily, the State of Idaho does have specific standards relative to each of the objective concerns. Most of the standards as cited are the result of recent action by the legislature and State Board in response to the Idaho Commission on Excellence report and the national commission reports.

Washington State Rules and Regulations make no specific reference to computer literacy or computer programming courses either in the courses of study descriptions (WAC 180-50) or in the detail of state graduation requirements (WAC 180-56-023). (12:180-50;1) Chapter 28A.05 RCW, the common school laws of the State of Washington, also does not address technology or computer courses. Likewise, recently adopted Washington State School Accreditation Standards make no comment on computer courses. (12:28A.05;1)

Relative to student day/year, more specific provisions are made in Wshington State law and Rules and Regulations. For example,

"28A-58-754. Each school district shall make available to students in grades nine through twelve at least a total program hour offering of four thousand three hundred twenty hours. A minimum of sixty percent of the total program hour offerings shall be in the basic skill areas of language arts, foreign language, mathematics, social studies, science, music, art, health and physical education. A minimum of twenty percent of the total program hour offerings shall be in the area of work skills. The remaining twenty percent of the total program hour offerings may include traffic safety or such subjects and activities as the school district shall determine to be appropriate for the education of the school district's students in such grades, with not less than one-half thereof in basic skills and/or work skills. Provided, That each school district shall have the option of including grade nine within the program hour offering requirements of grades seven and eight so long as such requirements for grades seven through nine are increased to two thousand nine hundred seventy hours and such requirements for grades ten through twelve are decreased to three thousand two hundred forty hours.

"(3) In order to provide flexibility to the local school districts in the setting of their curricula, and in order to maintain the intent of this legislation, which is to stress the instruction of basic skills and work skills, any local school district may establish minimum course mix percentages that deviate by up to five percentage points above or below those minimums required by subsection (2) of this section, so long as the total program hour requirement is still met." (12:28A.58;30)

Nearly identical wording is found in the State Board of Education Rules and Regulations Title 180-16-200. Related to this requirement is one that directs classroom contact hours as follows:

"(4) Nothing contained in subsection (2) of this section shall be construed to require individual students to attend school for any particular number of hours per day or to take any particular courses.

"The average annual direct classroom contact hours for each average annual full-time equivalent certificated classroom teacher employed by a school district shall be no less than twenty-five hours per week. For the purpose of this section 'classroom contact hours" shall mean those hours a certificated classroom teacher is

> instructing students in a classroom, exclusive of such time as the teacher spends for preparation, conferences, administrative duties, and any other nonclassroom instruction duties." (12:28A.58;30)

In terms of student attendance, there is no regulation citing average or percent required for completion of credit; only reference is made to ages allowed and required. This is found in the Common School Laws Title 128A Section 28.010 RCW. (12:28.101; 1)

Washington State is very thorough in its expectations relative to student conduct and discipline. Assertions are made in both Common School Laws and State Board Rules and Regulations. Booklet IV of recently adopted state accreditation standards on School Climate Assessment as refers to rules cooperatively defined by students, teachers, parents and administrators.

Wording from both state law and Board Regulations require compliance with established conduct codes. Such codes are to be reviewed annually and must give proper regard to student rights and responsibilities. Sample wording is found in Washington State Law RCW Chapter 28 as follows:

> "All pupils who attend the common schools shall comply with the rules and regulations established in pursuance of the law for the government of the schools, shall pursue the required course of studies, and shall submit to the authority of the teachers of such schools, subject to such disciplinary or other action as the local school officials shall determine.
>
> "Within each school the school principal shall determine that appropriate student discipline is established and enforced. In order to assist the principal in carrying out the intent of this section, the principal and the certificated employees in a school building shall confer at least annually in order to develop and/or review building disciplinary standards and uniform enforcement of those schools. Such building standards shall be consistent with the provisions of RCW 28A.58.101." (12:28A.58.200;17)

An exhaustive process with governing guidelines for student conduct is described in State Board Rules Chapter 180. The process includes involvement statements, types of misconduct, procedures for corrective action, publishing and distribution, and authorization to impose. The following wording summarizes the entire process.

"It shall be the responsibility and duty of each school district to adopt, publish, and make available to all students and parents written rules which state with reasonable clarity the types of misconduct for which discipline, suspension, and expulsion may be imposed." (12:180-40-225;3)

In summary, Washington State has few or no regulations concerning computer literacy, programming or technology courses. The state has a rather unique definition of student contact hours which includes a liberal statement in RCW 28A.58.754(4) which allows districts the latitude of defining individually the length of school day/week/month. All full time equivalent teachers are required to be in the classroom for no less than twenty-five hours per week, however. (12:28A.58.754(4);30)

Washington State has very well defined and structured laws, rules, and regulations for student conduct. Responsibility and authority for developing and implementing are both detailed in the policy statements.

Oregon State laws and administrative codes do not currently cite regulations relative to technology or computer courses. Much study and joint effort in Oregon has resulted in task force recommendations for inclusion of technology in Oregon.

In a recommendation made by Task Force A, it was suggested that the State Board of Education should direct the Oregon Department of Education to define a common core curriculum which would include:

"a. Core learning skills should include:
Reading
Writing
Mathematics
Critical Thinking
Study Skills

b. Core curriculum content areas should include:
Personal Finance/Economics (9-12)
English/Language Arts (to include Listening and Speaking)
Mathematics
Science
Social Studies/Citizenship
Health Education
Physical Education
Career Development/Education
Computer Literacy
Art (K-8)
Music (K-8)" (13:6)

Task Force B for graduation requirements did not specify a course in computer literacy or programming. The following figure details those proposed course requirements for Oregon high school students.

Figure 1
TASK FORCE B RECOMMENDATIONS
FOR CHANGES IN
OREGON'S HIGH SCHOOL GRADUATION REQUIREMENTS

Subject Areas (Current)/Recommended	UNIT REQUIREMENTS Current	Recommended
(Language Arts/English)	(3)	
English*		4
Mathematics	(1)	2
Science	(1)	2
United States History	(1)	1
Global Studies	(1)	1
(Government)	(1/2)	
Government/Economics		1
Health Education	(1)	1
Physical Education	(1)	1
Career Development	(1/2)	1/2
(Personal Finance/Economics)	(1)	
Personal Finance		1/2
Applied Arts, Fine Arts or Foreign Language(s)**	(1)	2
Electives	(9)	7
TOTAL UNITS OF CREDIT***	(21)	23

* To include one unit of written composition.
** To be earned in any one or a combination of disciplines.
*** Carnegie Units.
(13:8)

A separate Task Force C was commissioned to review the understanding and use of technology. Even though the task force was concerned with the promotion and development of technological literacy in the state, it did not recommend that technological literacy be promoted and developed at the expense of education basics--reading, writing, mathematics and basic science at all levels of education. It did not intend that the use of computers and other technologies should in any way replace courses in modern languages, mathematics, or science. (13:11)

Oregon laws and rules relative to student day/year provide a minimum of 175 days of instruction annually. Of these, over 50 percent of the school day must be completed to be counted as a day. Up to five days of temporary closure due to extraordinary conditions may be counted, subject to approval of the State Superintendent. (15:22;9)

Task Force G of the Oregon State Board of Education composed several pertinent recommendations relative to student day/year and to student attendance in general. For example, the following recommendations addressed effective use of instructional time:

> "Task Force G recommends, as its highest priority, that the State Superintendent of Public Instruction and the State Board of Education should assist school districts to use existing time for instruction more effectively, and with the fewest possible interruptions in student instructional time, by accomplishing the following actions:
>
> > "G-1. The State Superintendent of Public Instruction and the State Board of Education should request legislation which specifies school district adherence to a more strict school attendance standard.
> >
> > "G-2. The State Board of Education should establish new Oregon Administrative Rules which require each school to assess the extent to which it makes effective use of existing instructional time." (13:19)

Other recommendations imploring the State Superintendent of Public Instruction to work with the Department of Education, administrators, teachers, students and those in charge of athletic scheduling to diminish interruptions and reduction of instructional time were made. Likewise, recommendations relative to lengthening student day/year were made. Fiscal incentives for those exceeding minimum standards in length of instructional day and instructional year were submitted. The actual wording of these recommendations is included as follows:

> RECOMMENDATIONS: EXTENDING THE SCHOOL DAY AND YEAR
>
> "The State Board of Education should adopt regulations governing the length of both the school year and the length of the student instructional day.
>
> > "G-10. The State Board of Education should adopt Oregon Administrative Rules which require each school district to offer a minimum of 175

scheduled student contact days per year with sanctions applied to those who fail to comply.

"G-11. The State Board of Education should adopt Oregon Administrative Rules which encourage school districts to submit a plan to demonstrate improved instruction by lengthening the school year, and provide financial incentives, at twice the normal per diem basic school support level, to those schools whose plans are approved by the Superintendent of Public Instruction and who elect to operate in excess of 175 days, up to a maximum of 190 instructional days per school year.

"G-12. The State Board of Education should adopt Oregon Administrative Rules which encourage school districts to offer special summer school programs, for which they will receive financial remuneration at the normal per diem basic school support level.

"G-13. The State Board of Education should adopt Oregon Administrative Rules defining the minimum student instructional day as "actual student contact hours," exclusive of passing time, lunch, recess, other noninstructional activities, and inclement weather.

"G-14. The State Board of Education should adopt Oregon Administrative Rules which allow each district to determine for itself the length of its instructional day; however, the time should not be less than is specified in the following chart:

Grade(s)	Time/Hours Per Day	Time/Minutes Per Week
Kindergarten	2 1/2 hours	or 750 minutes
Grades 1-4	4 1/2 hours	or 1350 minutes
Grades 4-8/9	5 1/2 hours	or 1650 minutes
Grades 10-12	5 1/2 hours	or 1650 minutes

"G-15. The State Board of Education should adopt new Oregon Administrative Rules encouraging school districts to submit a plan for improving instruction by offering an instructional day in excess of the minimum as defined above, and to receive remuneration for this additional learning time according to a scale to be developed by the Oregon Department of Education." (13:20)

Pertaining to student conduct, the Oregon Department of Education publishes a manual entitled, "Student Conduct and Discipline," published in 1981. This manual is designed to aid local districts in developing policies and procedures relative to their individual codes for conduct and discipline. It is very comprehensive and detailed. Items relative to assembly of students, dress and grooming, vehicles, search and seizure, attendance, freedom of expression, physical discipline, use of tobacco, and student records are reviewed and sample policy language provided. (16)

Authority for establishing such at the local level is found in the Oregon Revised Statutes and the Oregon Administrative Rules Manual. Each district must, in fact, devise such policies and widely distribute them. A copy of the Statutes and Rules is found in Appendix A of this document. Recent task forces on improving education in Oregon did not address the issue of student conduct/discipline in any detail. (14, 15)

In summary, Oregon has a considerble amount of code and regulation regarding student conduct. There is little code or regulation requiring computer courses or minimum attendance per student day. A minimum school year of 175 days is current law in Oregon.

Recent task force studies in Oregon have recommended to the State Board of Education some rather specific requirements for core curriculum--which includes computer literacy--and for development of increased student day and year.

Current Literature Review

A review of current literature relative to the thread objectives would not be complete if some detailed analysis of the several major reports was not included. Therefore, the initial part of the literature review will address the objectives as they were found common in the national reports. It will become readily apparent to the reader, however, that even though these areas were established as common threads from report to report, few specific standards recommendations are evident across the reports.

The foremost of the national reports, "A Nation at Risk: The Imperative for Educational Reform," sponsored by the U.S. Department of Education, had probably the most distinct and certainly the most looked at recommendations for educational improvement. Among the recommendations that were made was a one-half year of computer science; likewise, recommendations for more effective use of the existing school day, a longer school day, and/or a lengthened school year were made. The Commission also recommended that firm and fair conduct codes be developed that could be enforced consistently and fairly. Attendance policies were also addressed. The following quotes from "A Nation at Risk" give specific wording on the thread recommendation relative to computer literacy:

> "We recommend that State and local high school graduation requirements be strengthened and that, at a minimum, all students seeking a diploma be required to lay the foundations in the Five New Basics by taking the following curriculum during their 4 years of high school: (a) 4 years of English; (b) 3 years of mathematics; (c) 3 years of science; (d) 3 years of social studies; and (e) one-half year of computer science. For the college-bound, 2 years of foreign language in high school are strongly recommended in addition to those taken earlier." (17:24)

and,

> "5. The teaching of computer science in high school should equip graduates to: (a) understand the computer as an information, computation, and communication device; (b) use the computer in the study of the other Basics and for personal and work-related purposes; and (c) understand the world of computers, electronics, and related technologies." (17:26)

Pertaining to student day/year:

"3. School districts and State legislatures should strongly consider 7-hour school days, as well as a 200- to 220-day school year." (17:29)

and apropos to student conduct and discipline codes:

"5. The burden on teachers for maintaining discipline should be reduced through the development of firm and fair codes of student conduct that are enforced consistently, and by considering alternative classrooms, programs and schools to meet the needs of continually disruptive students.

"6. Attendance policies with clear incentives and sanctions should be used to reduce the amount of time lost through student absenteeism and tardiness." (17:29)

The Education Commission of the States report, "Action for Excellence," implores states and schools to consider lengthening the school year and school day. They also recommend states, school systems, principals, teachers and parents work to reduce absenteeism and dropping out. They suggest that efforts should include revitalizing course materials and making educational schedules flexible enough to accommodate students with special problems. Adjunct to this recommendation, they propose that states and local districts establish firm explicit and demanding requirements concerning student discipline.

Even though this commission made no specific recommendations for course requirements in computer literacy, they did propose four major abilities be achieved by students in the high school. These were defined as follows:

". The ability to follow predefined procedures and to understand when the procedure is completed sucessfully and when it is not.

". The ability to operate equipment that requires understanding of a predefined procedure, to know when operator action is required.

". The ability to recognize when a predefined procedure is in a special state and to identify the source of assistance.

". The ability to understand the basic functions of a computer device (terminal, CRT, etc.)" (18:50)

The College Board in its Educational EQuality Project outlined basic academic subjects and specifically wrote a chapter on computer competency. Issues specific to lengthening the school

day/year, attendance, nor student conduct were addressed specifically in this report; while a specific course was not recommended by the College Board per se, the inference one gathers from their statement relative to computer literacy importance nearly implies that students take a course. This inference is shared in the following statement from the Educational EQuality document:

> "In schools and colleges the computer is being used increasingly by students and their teachers as an instrument to receive, organize, store, analyze, and interpret information, as well as a medium for the communication of that information. Competency in its use is emerging as a basic skill complementary to other competencies, such as reading, writing, mathematics, and reasoning. The computer also provides access to bodies of knowledge in each of the academic disciplines.
>
> "Knowledge of the computer is basic to an understanding of the full range of procedures that may be applied to organizing information and solving problems in fields as diverse as mathematics, science, the social sciences, business, industry, language, and the arts. Applications of the computer to the study of writing, literature, art, music, and dance have highlighted its potential as a creative tool in these and other fields.
>
> "For these reasons students entering college will profit from the following preparation.
>
> ". A basic knowledge of how computers work and of common computer terminology.
>
> ". Some ability to use the computer and appropriate software for:
>
> -self-instruction;
> -collection and retrieval of information;
> -word processing (including the development of keyboard composition, and editing skills);
> -modeling, simulations, and decision making;
> -problem solving--both through the use of existing programs and through experience with developing one's programs.
>
> ". An awareness of when and how computers may be used in the academic disciplines and various fields of work, as well as in daily life.
>
> ". Some understanding of the problems and issues confronting individuals--and society generally--in

the use of computers, including the social and economic effects of computers and the ethics involved in their use." (20:11)

The National Council of Teachers of Mathematics prepared a document entitled, "An Agenda for Action." This 30 page pamphlet described various recommendations specificaally related to mathematics curriculum for the 1980's. Among their recommendations was one that insisted that mathematics programs take full advantage of the power of calculators and computers at all grade levels. They specifically recommend:

"3.4 A computer literacy course, familiarizing the student with the role and impact of the computer, should be a part of the general education of every student.

A. In cooperation with schools and professional teacher organizations, funding agencies should support the development of courses in computer literacy for both junior and senior high levels.

Secondary school computer courses should be designed to provide the necessary background for advanced work in computer science.

B. Curriculum design should provide the required foundation for those students who will be involved in careers that increasingly demand advanced computing skills and applications of computing and for those students who will go on to deeper study in frontier fields of computer development." (21:9-10)

Theodore Sizer in his book entitled, Horaces' Compromise, suggests that computer science and programming should be a collaborative portion of the mathematics and science curriculum. This would be a part of one of only four curriculum areas that would make up the "new" high school format. The other areas would be inquiry and expression, literature and the arts and philosophy and history. As for a course in computer literacy, Sizer rather suggests that "computers, like calculators, books, and other familiar products of technology, should be welcomed" as a means, but not an end. (22:137)

Ted Sizer makes no statement in Horaces' Compromise relative to conduct codes, but does allude directly to the question of student attendance and student day/year. A liberal, less standardized approach to regulation and compliance is espoused.

> "The trend today is toward greater centralization and thus ever larger scale. As state governments become more involved in the regulation of the schools (the inevitable result of their increased assumption of educational costs), the distance between the directors and the directed has become greater, and standardization more pervasive. We hear now of schooling reduced by state edict to minimum 'minutes per year.' Most educational commentators are so numbed by the tradition of such authoritative top-down directions that they fail even to see the humor in such outlandish orders, much less the waste that will result from them. Minutes per year is hierarchical bureaucracy finally run totally amok." (22:206)

It is rather obvious from this statement that Sizer believes that local conditions, particularly school-by-school differences ought to be considered and allowed for. Or, as he states:

> "Students differ, teachers differ, administrators differ, and the chemistry between them in one setting at one time is not quite like any other. Communities vary in what they want and need. While central authorities almost always try to provide local options and "consultation," the framework of school remains permanently fixed. This framework includes the organization of schools by the students' ages (ninth, tenth, eleventh, twelfth grade), by similar subject departments (English, mathematics...), by time blocks (hours per week, minutes per year...), by specialized job descriptions (teacher, counselor, principal, librarian, custodian...), by calendar (180 days, commencing near Labor Day...), and, in many states, by precise forms of staff contracts and licenses. Differences among schools are usually seen as weaknesses; that there may be educational efficiency in allowing, or even ordering, schools to adapt to their immediate situations is rarely recognized, at least to any significant degree." (22:207)

Sizer lists five imperatives for better schools. Among them are changes to give room to teachers and students to work and learn in their own, appropriate ways and to keep the structure simple and thus flexible. He submits that we should avoid the temptation to move toward orderly standardization. Rather, good schools will have to resist the appeal of standardization --the particular needs of each student should be the only measure of how a school gets on with its business.

Sizer's philosophy related to improving schools could best be summarized by the following statement:

> ". . . the problem of contemporary American high schools and the opportunities within the schools' grasp often do not lend themselves easily to quantifications. The hours per week of homework and credits per year of courses are important, but nonetheless secondary to issues of attitude, to the subtle, confusing, controversial humanness that infuses every school. Give me a student, a teacher who inspires me to learn on my own, and the bric-a-brac of schoolkeeping--the course labels, the regulations, the regularities, the rituals--will cease to have much importance. And give me a teacher, hungry pupils, and I'll teach them in a tumbledown warehouse, and they will learn.
>
> "Inspiration, hunger: these are the qualities that drive good schools. The best we educational planners can do is to create the most likely conditions for them to flourish, and then get out of their way." (22:220)

Ernest Boyer, on behalf of the Carnegie Institution, published a well reknowned book, High School, in which he detailed several recommendations for high schools. Specific to computer technology, Boyer recommends that,

> ". . . all students study technology: the history of man's use of tools, how science and technology have been joined, and the ethical and social issues technology has raised. During this proposed one-semester course, a student might well look at one technological advance--the telephone, the automobile, television, or the minicomputer, for example--trace its development, and examine the positive and negative impact it has on our lives today. In examining the pros and cons of technology, students might contrast the utopian world described by H.G. Wells in The Shape of Things to Come with Aldous Huxley's Brave New World and George Orwell's 1984." (23:110)

Although Boyer is specific in his recommendation for a semester course, he believes the current inclination to equate technology with computers is erroneous. He emphatically states:

> "We do not deny that the computer will be extraordinarily important in the lives of students. Nor do we deny the value of the computer as a tool for learning. . . . However, teaching every student to use a computer is not the first priority of education. The great urgency is not "computer literacy" but

> "technology literacy;" the need for students to see how society is being reshaped by our inventions, just as tools of earlier eras changed the course of history. The challenge is not learning how to use the latest piece of hardware but asking when and why it should be used." (23:111)

Relative to time--that is school day/year and attendance, Boyer suggests that our priority is flexibility. The urgent needs, he believes, is not more time, but better use of existing time. For example,

> "The class schedule should be more flexibly arranged to permit larger blocks of instructional time, especially in courses such as a laboratory science, a foreign language, and creative writing." (23:65)

Boyer makes no specific statements in High School relative to conduct or discipline codes.

The myriad of other reports, although significant in the impact of addressing the secondary school improvement program, do not make specific recommendations relative to the objective statements. A list of these reports is found in the bibliography of this paper.

In summary, it might well be said that the reports implore educators to deal with the issue of technology. In several instances, a call for a semester requirement in computer literacy or technology is evident. While less compelling in terms of directives, the reports generaly suggest an increase in the length of school day/year or at least a restructuring of such to allow for more effective use of instructional time. Statements suggesting attendance codes or regulations were almost non-existent as were mandates relative to student conduct codes. Inferences were made throughout the reports that attendance ought to be improved and that conduct codes ought to be written, available, and widely distributed.

In addition to the recent national reports literature, a great deal has been written about "effective schooling." Much of the writing on school improvement and quality schools is based upon what is frequently referred to as effective schools research. While most of this writing and research is not empirically based, it does provide many useful insights as to what factors are frequently observed in effective schools. This review will only address those reports which have some statement or inference to the thread objectives.

In a rather exhaustive review of effective school research, Joseph J. Paiche, writing on behalf of the Educational Cooperative Service Unit of the Metropolitan Twin Cities Area, concluded many important trends and measures of school effectiveness. Only inferentially were any of his conclusions related to the thread objectives. In his summary on instruction, he concluded that only four variables stood out as primary determinants of instructional effectiveness in the school. These were:

a. familial commitment to educational objectives;

b. teacher attitudes/behaviors toward and expectations of students;

c. classroom climate;

d. use of direct instruction. (31:16)

Only the latter two areas through some interpolation might be construed to have some relationship to effective use of time (student day/attendance) and/or student conduct.

In the third chapter of the book, Raiche reviews learning outcomes as postulated by the effective schools research. After reviewing some 194 articles of information and research, he concluded that there were five variables which researchers agreed substantially influenced the learning process in the school setting; they were:

a. the clarity of a school's educational values and goals;

b. the effectiveness of instructional leadership;

c. whether students were grouped by ability;

d. the type of learning environment;

e. the amount of time students spend engaged in educational tasks. (31:37-38)

Only the last summary statement might be construed to have some relationship to the thread questions, although there is counter-evidence that this might be true.

Stallings, J. Dee 1980, allocated academic learning time revised, or beyond time on-task, Educational Researcher pp.11-16. (32:11)

The insinuation might be that since time-on-task is correlated to student achievement, that an increase of each will directly occur. This was found not to be true in research conducted by Stallings in 1980. He found that time-on-task had an upper limit of effectiveness and that the length of the school day was not directly associated with achievement. Yet he found also that aspects of allocated time such as attendance, absenteeism and tardiness were strongly correlated with achievement.

No other conclusions or statements of relation were made by Raiche relative to the thread objectives as they pertained to effective schools research.

Noted nationally for its effective schooling practices, the Alaska Effective Schooling Program in collaboration with the Northwest Regional Educational Laboratory in Portland, Oregon, came up with the following expletives necessary for improving schools:

A. Positive School Environment, in which:

1. Students are expected to learn via

   a. Administrators and teachers have high expectations for student achievement;

   b. Expectations are clearly defined;

   c. Expectations are not reduced for any student; all students are expected to work toward priority goals;

   d. Everyone accepts that school is a place for learning.

2. Students are expected to behave:

   a. A written code of conduct specifies acceptable student behavior;

   b. Students and staff are familiar with the code;

   c. The code outlines criteria and consequences for unacceptable behavior, covering discipline, tardiness and absenteeism;

   d. Students and staff are trained and reviewed in code use;

   e. There are written procedures for using the code. Procedures are routine and quick to administer;

f. Disciplinary action quickly follows infractions and is always consistent with the code;

g. Discipline is administered in a neutral, matter-of-fact way; and the disciplinarian focuses on the student's behavior, not on personality;

h. Students are told why they are being disciplined, in terms of the code of conduct;

i. Out-of-school suspensions or expulsions are minimal: in-school suspension is used in most cases;

j. Follow-up and action for absenteeism and tardiness occur within one school day.(33:3-4)

The Alaska plan also has elements relative to leadership, curriculum, classroom instruction and management, and assessment and evaluation. The strand on curriculum does not address the area of computer literacy or computer science, however.

In other documents of cumulative research, Beatrice Ward, writing for the Center for Interactive R & D in San Francisco, California, came up with several common features identified across a majority of secondary schools recognized as having successful educational settings. Under a strand called "discipline," they found effective schools using the following principles:

DISCIPLINE

"The total staff has agreed on the rules and procedures that students will be expected to follow while in the school. These are made known to parents as well as students. All teachers enforce these rules in their classrooms and in other school areas.

"The total staff has agreed on the consequences that will occur when a student fails to follow the specified rules and procedures. These consequences incorporate multiple levels of punishment, which include in-school suspension and, as a last resort, out-of-school suspension.

"Principal and vice-principal play key roles in the application of the consequences. They do not question a teacher's judgment regarding student compliance with the specified rules and procedures. They follow through as agreed based on the consequences set by the total staff.

> "Parent participation in the improvement of a student's behavior is sought whenever a problem occurs several times in succession." (34:2)

A strand entitled "Other Features," they cited successful schools with computer facilities as follows:

> "Computer laboratories have been established. During their tenure at the school, all students are introduced to the operation and uses of micro-computers. In some instances, micro-computers also are used in mathematics, science, reading, and other courses to provide enriched and/or remedial instruction." (34:6)

The number and/or kinds of schools that Ms. Ward surveyed were not reported in her summary.

In a project for the Southwest Educational Development Laboratory, John D. Westbrook cited several elements from case studies, outlier or comparative studies, program evaluations and journal reviews on school effectiveness. The project was sponsored by the National Institute of Education and was designed to synthesize the more consistent findings of studies which attempted to use objective measurement processes to analyze the characteristics of effective schools.

After a rather detailed effort to define school effectiveness for the purpose of the analysis, the following were found to be among the selected effectiveness characteristics:

Time on Task

> "Research indicates that teachers within effective schools have students engaged in high levels of task-oriented "academic" activities. Studies conducted by Ramey, Hillman and Matthews (1982), Madaus (1980), Berliner (1979), and Bloom (1974), all indicate that the amount of time spent on academic learning tasks is positively correlated with students' achievement test score increases. As pointed out by Cooley and Leinhardt (1980), however, the amount of time scheduled for a specific subject is not correlated with achievement increases. This, of course, implies that it is not how much time is available for the learning activity but rather the actual amount of time the students are engaged in learning activities that contributes to effectiveness. For example, Ramey, Hillman, and Matthews (1982), state the following:
>
> > "...it appears that high school wide reading gains occur when the teacher spends a maximum of

> classroom time involved in interactive instruction and a minimum amount of classroom time teaching one-to-one, organizing the classroom, and monitoring student work. (p. 10)

"Bloom (1974) suggests that time is the central variable in school learning. In addition, research conducted by Armor (1976), Edmonds (1979), and others suggests that teachers in effective schools tend to spend less time in classroom management. This seems to reinforce the idea that more time spent on academic tasks and less time spent on other non-academic behaviors, the more positive the correlation with higher achievement scores. (35:15-16)

Behavior Management

"Research findings consistently indicate that the effective school environment is characterized by less time spent in the classroom on behavior management (Armor, 1976; Edmonds, 1979; Cooley and Leinhardt, 1980; Madaus, 1980). The approach to behavior management in the classroom, however, is the result of school-wide or school district plans rather than the result of each individual teacher's unique behavioral management plans (Brookover et al., Rutter et al., 1979).

"In addition the effective school is not one in which high levels of corporal punishment are routine. Research data indicate that a high level of corporal or physical punishment is negatively associated with scores. In other words, as corporal punishment goes up achievement scores tend to go down and vice versa (Rutter et al., 1979). In fact, there are some data which suggest that teachers in effective schools tend to give less criticism to students than do teachers in other schools.

"Nonetheless, the teacher and administrator in the effective school appear to be disciplinarians in that these persons clearly explain consequences for appropriate and inappropriate behavior to students. Once these are understood, consequences are consistently applied to students (Brophy, 1979). Again, however, these consequences are established at the school or district level and are mutually ageed upon by staff within the effective environment."

These were two categories from among a total of eleven. Again, there is no reference to specific curriculums or courses such as

computer literacy or programming. Likewise, nothing specific to student attendance is cited as being germane to effective schooling.

In summary, it might be said that effective schooling research commmonly refers to student conduct codes and to the issue of student time on task. Conduct codes are usually called for but standards for school day/year are not requested. Rather, increasing and making more efficient existing time for instruction is called for. Attendance and course requirements are generally not items reported on in effective schooling research.

The review of the educational journals which follows discusses pertinent articles written within the last three years.

It may be readily seen in the reading of the reviews that specific recommendations relative to the thread objectives are nearly non-existent, a flavor of intent by association is clear, however.

Because of the lack of specific directive given in the review an attempt to build an information profile for each objective area will be made. It goes without saying that by far the most current information available in the journals is about computer literacy and technology. Some has been written about student conduct and very little about the school day/year. The journal literature will be reviewed in the order just referred to.

There has been an abundance of articles and even separate entire journals produced in the last five to ten years on computers and technology. A rather brief and limited review of these was undertaken for this paper.

Electronic Learning magazine frequently reports on the progress of schools and states requiring computer literacy for schools, students and teachers. In the October, 1983, issue, the following report was made relative to state mandates:

> "Fourteen states have now enacted legislation related to educational technology, ranging from broad pledges of support to highly specific mandates for the development of computer literacy . . . A survey, which was sent to all 50 state education agencies, the District of Columbia, and the territories early in 1983, also revealed these facts:
>
> ". 23 states now have statewide offices or divisions for computer technology;
>
> ". 16 states have or are now considering some computer literacy requirements for teacher certification;
>
> ". 23 states either recommend or require the availability of computer courses for students.
>
> "In addition, the survey reports, nearly all of the state education agencies are engaged in 'some formal activity related to the use of educational technology,' whether through legislation or through other initiatives.

"These findings represent dramatic changes in state-level involvement in educational technology--changes that have taken place only recently. Two years ago, an Electronic Learning survey reported little or no statewide legislative activity concerning computer technology in the majority of states." (36:18)

Some other noteworthy facts were cited in the September, 1983, issue relative to the usage and availability of computers:

". Computers are used most in elementary schools for computer literacy and drill-and-practice. Secondary schools concentrate more on computer literacy and programming, mainly in BASIC. As schools gain more experience using computers, the trend, in both elementary and secondary schools, is toward increased programming instruction.

". Secondary schools are the largest users of microcomputers in pre-college education. The smallest secondary schools (under 200 students) are more likely to own a microcomputer than the largest elementary school (over 700 students).

". The proportion of secondary schools that own five or more microcomputers practically doubled between June 1982 and January 1983 and now includes two-fifths of all U.S. secondary schools." (37:20)

Electronic Learning reported from a Denton, Texas survey, that computer science was emerging as a separate and distinct discipline in our nation's high schools. This same survey, which was sponsored by the Computer Science Department at North Texas State University, also agreed upon five other important issues:

"1) Basic computer literacy should be required of all high school graduates.

"2) More in-depth training is needed for a teacher who will teach about computers than one who simply uses computers in the classroom.

"3) Colleges and universities must act quickly to develop computer education programs to train prospective teachers of computer science.

"4) There is a definite downward movement of the computer science curriculum now found in colleges and universities into the high school.

"5) A major barrier to the implementation of high school computer science course is the lack of a supply of adequately trained teachers." (38:16)

The above reference to a direct correlation between implementation of courses and lack of certified or qualified teachers was echoed in an April, 1983, issue of Electronic Learning. A survey here stated that only four states offered certification in computer science as a separate distinct subject area. Thirteen other states consider computer science certification to fall within other subject areas. (39:16)

Any recommendation of standards for computer literacy, science or programming, needs to weigh heavily the certification impact.

The newssheet "Education Daily" on April 10, 1984, also reported the increase in use of school computers. High schools with microcomputers increased by a total of 112.3% from 6,403 in 1982 to 13,597 in 1984. (40:5)

"School Tech News" in Jan./Feb. 1984 reported that 80% of high schools now have micros in individual classrooms, while 42% have them in resource centers/labs and 12% have them in various school departments. (41:2)

Probably the most oft quoted and referred to article on what is being recommended and what is being mandated in computing was written in Electronic Learning, by Kate Christen and Peggy Gladstone. Because of its direct relation to this research an entire copy showing each states "movement" as of December, 1983 is included as Appendix B. This review is very exhaustive and detailed. To summarize its information is quite difficult but the main points made were as follows:

1. A tremendous change by state education agencies to address the issue is now occurring.

2. What was a grassroots movement six years ago is now very institutionalized and has become a permanent fixture on the public agenda.

3. In 1981, Florida was the only state with a literacy mandate, by 1983 six states were requiring some computer exposure and another forty actively involved with in-service projects. (42:38)

In an effort to define computer literacy, Arthur Luehrmann writing in Electronic Learning suggests that

> "The K-12 computer literacy approach is without doubt the most difficult strategy I can imagine for assuring that all students become computer literate.
>
> "Schools that commit all of their resources to the K-12 plan run the risk of having little to show in the way of measurable results." (43:38)

Rather, he recommends that,

> "The way around all of the traps of the K-12 approach should not be too hard to find--after all, you've done it before. Simply do the same thing that you now do to assure that learning goals are met in nearly all other subjects. That means (1) defining computer literacy goals, (2) creating a computer class, (3) assigning responsibility to one or two computer teachers, and (4) measuring the learning that takes place in the computer class. In short: Put all your eggs in one basket, and then watch the basket very, very closely." (43:39)

Consequently, Luehrmann believes the first practical time the computer class can appear is middle school or junior high school.

At the state level, many states are taking a firm hand in setting forth a specific series of mandatory goals and teaching strategies, the majority of states according to Electronic Learning, are bouncing the curriculum development ball right back to local districts. This too, has caused some concern from the experts. There is no concensus on the matter, or as Lydia Sledge, Director of the Unit for Educational Improvement in the Kentucky Department of Education, states,

> "There are 180 separate school districts in Kentucky, and approximately 180 different approaches to computer literacy." (44:40)

One real advantge to allowing local automony in the decisionmaking process is that there is frequently an inability of those who legislate or mandate to keep up with the rapid changes that occur in computer education.

The main argument or dilemma that continues to arise is whether or not a separate computer literacy course requirement should exist or be mandated or if integration across and throughout the curriculum should be mandated, as is frequently the case with careers and reading in the secondary schools.

Rhode Island's Coordinator of Technology in Education, Donald Gardner, suggests that his state's recent introduction of a mandatory half-unit of high school computer literacy is only a temporary measure.

> "We decided that for the immediate future a unit is needed because so many students have not been encountering computers," he explains, "At the earliest possible time, however, we'd like to do away with computer literacy because as a child gains exposure K-6, computer literacy will be unnecessary. We imagine that the integration of computers into the curriculum will obviate the need for computer literacy courses." (44:44)

John Naisbitt cautions us to beware of the impact of computer mandates, or more particularly, conclusions as a result of such. Speaking particularly about the effects, he states:

> "Man creates tools, and then those tools shape man, and I think none does this so profoundly as the computer.
>
> "I would say, the coming decade will be a time of great excitement and great advanture. It is the time of the parentheses. It is the time between eras, and that is always the time of great opportunity. It is also a time of great uncertainty, and we must make uncertainty our friend. Among other things it is one of the few certainties we really have." (45:6)

Stanley Pogrow in an article written for the National Institute of Education, emphasized strongly our current need to assess the perspectives that technology will have in the future and design curriculums with "technological relevance." He suggests that the Japanese have demonstrated the feasibility of a technologically relevant curriculum and that our society will demand the same of us by the mid-1980's. The need is more clearly realized when Pogrow's comments are reviewed:

> "Because work is becoming increasingly technical, those students who accquire only minimum competencies (as these are currently defined) will be as functionally illiterate and unemployable in 1990 as are individuals who do not possess such competencies today. This truth will become apparent to the general public by the mid-Eighties; the public, in turn, will demand that the schools adopt a curriculum that is technologically relevant. It is unlikely that educators will be able to satisfy this demand through such simple strategies as emphasizing basic arithmetic skills or adding courses on computer programming for above-average secondary students.

> "'Technological relevance' implies a comprehensive restructuring of the curriculum. A technologically relevant curriculum must not only provide the specific skills necessary for effective uses of particular technologies; it must also prepare all students to engage in sophisticated forms of reasoning. This new curriculum must break down the distinctions that now exist between: 1) children who are expected to learn how to think in a mathematical mode and those who are not, 2) 'artistic' activities and 'technical' activities, and 3) the liberal arts and the sciences. Technology is blurring such distinctions." (46:610)

Pogrow further believes that if educators attempt to resist demands for technological relevance, U.S. education could also become a victim of environmental collapse. Even one step further, he suggests that public schools which ignore demands for a technologically relevant curriculum will risk substantial decline in enrollment. As he states,

> "Technological relevance will be the busing issue of the Eighties--the issue whose outcome will determine whether the public schools can retain the children of the middle class." (46:611)

We are cautioned similarly in an ECS Issuegram in November 1982 by Shirley McCune that a restructuring for technology is requisite if we are to compete in a world full of information. To improve education through the use of technology, states must:

> "Initiate comprehensive state improvement programs. Such programs should address the improvement of basic skills, increased emphasis on mathematics, science, computer literacy and the range of liberal arts and humanistic studies necessary for our society to remain free and creative.
>
> "Design programs of improvement activities. Attempts to improve education with a single approach are unlikely to be successful; what is needed are interrelated efforts to improve the financing, content, delivery, and evaluaation of education.
>
> "Provide in-depth 'hands on' experiences for key decision makers, education administrators and local district personnel. Most adults have a limited understanding of the need for technology, how it can be used to improve education, and the characteristics of the electronic generation. Education leaders must have in-depth understanding of technology if they are to make wise decisions about quality education programs. States can provde leadership with guidance, direction and policy." (47:2)

Teachers and educational administrators across the country face a professional dilemma about which strategies should be required to prepare students to deal with the problems of drastic change related to technology. Even though technological literacy has yet to be widely recognized as a significant goal of education, its' day is coming. Linda Rae Market, writing in the NASSP Bulletin, believes schools should, "ameliorate technological illiteracy among all students through the inclusion of technology-based material in all high school subjects." The general message again being conveyed in this statement and throughout the entire article is that an integration method might be preferable to a course requirement per se. That is the current economics in public education is dismal and has a tendency to obviate any imitation of new programs. This is despite the fact that some 80% of administrators would be supportive of the implementation of a general course in technology. (48:27)

The journal literature picture on computer literacy/programming courses is unclear and at best inclusive. If anything, there are two camps or philosophies that are somewhat distinct. Both firmly believe in the crucial need to address the art. Those that favor an "integration" method are convinced they can better handle the fluidity of the art. Those that are in favor of a rigid course requirement believe too they can address change. There are some who believe both methods are the best way of attaining the relevancy and attention so desperately needed. The summary chapter will provide some synthesis of each camp and will enumerate some recommendations for consideration in thread areas.

The literature on discipline and student conduct is numerous in a broad context but somewhat limited as it pertains to specific usable recommendations for standrds consideration.

Joseph Murphy and Jennifer Pruyn, writing in Thrust, identified fourteen factors associated with school improvement and effectiveness. These were then organized into two clusters, instruction and curriculum, and school climate. The elements necessary for this were enumerated as follows:

"1) The environments of effective schools are characterized by order and discipline;

"2) Established school rules re-emphasize a few major standards;

"3) Consequences for rule infractions are incremental in nature and immediate;

"4) Rules and consequences are clearly communicated and understood by staff, students and parents;

"5) Rule enforcement is fair and consistent among staff;

"6) Class and school rules are integrally connected and principals support teacher discipline efforts." (49:20-21)

Loretta Engelhardt in South Dakota described a workable system for dealing with student discipline. She submitted that an orderly process for seizing control of student discipline problems through changing kid's attitudes as well as their actions, was most effective. The keys to achieving this were by (1) establishing understandable, specific rules of conduct; and (2) convincing kids that it was in their best interests to conform to such expectations.

Key ingredients to the success of the program were outlined as follows:

1. Letting students participate in rule formation.

2. Letting students know in advance the consequences of infractions.

3. Having an efficient, cumulative reporting system for infractions, remedies.

4. Having an alternative method intact for dealing with serious violations. (50:21)

Much of the literature is concerned with methods and processes for handling discipline. Some of the material suggests that classes, schools or districts establish codes. There were no reviews found that dealt with the issue from a more global point of view, even though the Gallup Poll of the Publics' Attitudes Toward the Public Schools insists it is our number one problem.

Andrew Heitzren of the State University of New York, writing in Education, suggests three clear solutions to discipline and the use of punishment. He believes that (1) school rules and standards of behavior are clearly stated; (2) rules and standards of behavior are carefully articulated to pupils and parents to avoid any misunderstandings; (3) misbehavior of transgressions is consequated through effective punishment. Hertzren believes the effectiveness of any code of conduct is directly related to "principle of good punishment." He proceeds to give a rather detailed definition of what "good punishment" is. (51:17)

Robert Slaby did a case study entitled, "Developing an Effective Dress and Behvior Code" as principal of Carson City High School in Nevada. He found that by involving staff, students and community members, an equitable and effective dress and behavior code could result. After listing all the major concerns relative to conduct, "true feelings" were elicited. A two level policy was developed based upon results of the survey.

1) A suspension policy was adopted for all serious violations of the code, and

2) A series of conferences was implemented for students guilty of less serious violations. (52:65)

Administrators Gaddy and Kelly from New Rochelle, New York, found that using a comprehensive system of management was the only way to address school disruption. They suggest the main solution strategy is to establish:

> "firm, fair and sensitive policies for maintaining school discipline." (53:13)

The process should include: identifying problems, determining solutions, selecting strategies, developing an action plan, devising performance indicators and evaluating performance effectiveness.

In almost identical language, Sigman and Flynn from Formington, New Mexico, exhort firmness, fairness and consistency as the foundations of any sound disciplinary policy. They also set up a management process that includes determined need, reevaluation of existing codes, establishing a base, cooperative planning, publicity and review. (54:116)

The recent literature on school day/year, and attendance as suggested earlier, is quite scarce. Less than half a dozen articles were actually available and even some of these did not address the thread issue directly. As with the issues of computer literacy/programming and student conduct/discipline, there is some divergent thinking on the issue of school day/ year and attendance.

Gilman and Knoll, writing in the March, 1984, edition of "NASSP Bulletin" emphatically submit that there is no need to lengthen the school day to gain more instructional time; schools need only rearrange priorities and give some time that is already in the day's schedule back to instruction.

Despite the rather conclusive argument that increased instructional time implies increased achievement, a point of diminishing

returns will inherently occur after continued increases of time; therefore, it becomes paramount to make effective use of given allocated time rather than a continual increase in time? Gilman and Knoll oppose the variety of proposed policies increasing instructional time:

> ". increasing the length of the school day,
>
> ". increasing the length of the school year,
>
> ". promoting independent study and research after school and on weekends,
>
> ". lengthening the percentage of time allotted to certain subject areas,
>
> ". limiting class size, and
>
> ". increasing graduation requirements." (55:42)

by suggesting that many of these proposed solutions could be both expensive and difficult to accomplish. They believe that the following could be used to enhance existing instructional time:

1) eliminate mismanaged time;

2) minimize non-instructional activities. (55:43)

Jack Minzy from Eastern Michigan University espouses nearly an opposite viewpoint to Gilman and Knoll. He alleges that we are giving our students a purloined school year compared to fifteen years ago. Despite the fact that students have much more to learn, they have much less student-teacher contact time to learn it. Although his research was limited to two school districts, he felt the results could be generalized. His results showed that students were losing approximately 30 days of instructional time in 1980-81 over what they were receiving in 1964-65. He suggests that there is a need to increase both school year to 193 days and school day from 5 1/2 hours to 6 1/2 hours per day. He proposes each district review their situation and make recommendations for improvement. (56:35)

H. Dean Evans, writing in the Kappan in November, 1983, also implores us to take steps necessary to insure educational reform. One of these steps would be to increase the length of school day and school year. Quoting from the 14th Annual Gallup Poll, he states,

> "'In some nations, students attend school as many as 240 days a year as compared to about 180 days in the U.S. How do you feel about extending the public school

year in this community by 30 days, making the school year about 210 days, or 10 months long? Do you favor or oppose this idea?' Fifty-three percent of the national sample opposed lengthening the school year, and only 37% favored doing so. The response to a question of lengthening the school day by one hour was identical. And it made little difference whether or not the respondents had children in school.

"Meanwhile, Great Britain and several other industrialized nations currently have school days of seven or eight hours and school years of up to 220 days. The school year in Japan is 240 days. In that country, the homework requirements are also stiff; even first-graders are expected to spend one hour on homework each evening. Most elementary students in Japan attend after-school review sessions, in order to pass the examinations required for admission to the secondary schools. China has mandated homework for children in all grades, and students are required to study during the summer break.

"In the U.S., by contrast, the typical school day lasts six hours, and students attend school for about 180 days each year. In many states, the minimum school year is even shorter, and it often includes several half-day sessions. Moreover, days when school is called off for bad weather or other reasons are typicaly not made up. High school seniors in many states can omit the eighth semester of secondary school altogether; in many schools, some 11th and 12th graders attend school for only half of the school day." (57:174-175)

Evans recommended to educators in Indiana a 4 1/2 day week and 215 day school year. This could easily be accomplished by the year 2001; by merely adding two additional days to the school calendar each year. (57:175)

In summary, the review of the literature in this chapter comprehensively looked at the thread objectives from several points of view. A discussion of the findings, analysis and tabular presentation will be found in Chapter 3. Chapter 4 will have the project summary, conclusions and recommendations.

Chapter 3

SUMMARY OF DATA, OPINIONS AND LITERATURE REVIEWED

The purpose of this study was to review as many pertinent articles in the literature related to the topic subjects as was feasible, to generate conclusions and make associated recommendations for revision or inclusion into the standards and policies of the Northwest Association of Schools and Colleges.

Literature from regional accreditation associations, state board rules and regulations, professional journals, national reports, and effective school research was used and summarized in Table 1 and 1A.

TREATMENT OF DATA

The research design for this study was basically one of compiling information and entering it into a table. The cells for the table were made up of literature topic areas horizontally and "generalizations" verticially. The vertical generalizations included statements made specifically about the thread areas, recommendations for increasing or standardizing topics in the thread areas, recommendations for maintaining or decreasing standardization of topics in the thread areas or no statements of relevance at all pertaining to the thread concerns.

Approximately 44 literature areas were reviewed as part of the survey. Many of the topic articles reviewed made no statement or inference to one or more of the three thread objectives. Each of the articles reviewed, however, made at least one statement pertinent to one or more of the objectives.

A somewhat subjective method was used to determine if intent was met before assignment was given in the table. The intent, designed for each assignment area, is described in the next few paragraphs:

Statement About. To meet the intent for this category, the article must have specifically dealt with the objective area as either its main written thesis or by significant inference.

No Statement. Little or no significant relationship or wording related to the objective was written or inferred in the article.

Recommendation to Increase. Strong wording was evident in the article to increase or change standards relative to the objective area.

REVIEW OF LITERATURE

REGIONAL ACCREDITATION ASSOCIATIONS						STATE BOARD RULES AND REGULATIONS				NATIONAL REPORTS						EFFECTIVE SCHOOLS RESEARCH			CURRENT JOURNALS													THREAT OBJECTIVES	
NWASC	NCA	SAGS	NEASC	MSA	WASC	Alaska	Idaho	Washington	Oregon	Nation at Risk	Action/ Excell.	Edl. Eqty Project	Agenda/ Action	Horaces' Comms	High School	Raiche	Stallings	Alaska	Ward	Westbrook	EL 10/83	EL 9/83	EL 2/83	EL 4/83	Ed. Daily	Sch. Tech News	EL N/D 83	EL 4/84	Pledge	Barometer	Naisbitt	Pogrow		
X							X		X	X		X	X	X	X			X			X	X	X	X	X	X	X	X	X	X	X	Statement About	COMPUTER LITERACY
	X	X	X	X	X	X		X									X	X	X													No Statement or Recommendations	
									X	X			X		X							X			X	X				X	Recommend	
														X																		Recommend	
X		X					X	X	X	X	X			X	X	X			X													Statement About	STUDENT DAY/YEAR
	X		X	X	X	X						X	X				X	X	X		X	X	X	X	X	X	X	X	X	X	X	No Statement or Recommendations	
									X	X	X																					Recommend	
														X	X	X																Recommend	
X						X	X	X	X	X	X						X	X	X													Statement About	STUDENT CONDUCT
	X	X	X	X	X							X	X	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X	No Statement or Recommendations	
									X	X					X																	Recommend	
																																Recommend	

CURRENT JOURNALS		REVIEW OF LITERATURE										THREAD OBJECTIVES	
McCune	Market	Murphy	Englehardt	Heltzren	Slaby	Gaddy/ Kelly	Sigman/ Flynn	Gilman/ Knoll	Minzy	Evans			
X	X											Statement About	COMPUTER LITERACY
		X	X	X	X	X	X	X	X	X		No Statement or Recommendation	
X												Recommend	
	X											Recommend	
								X	X	X		Statement About	STUDENT DAY/YEAR
X	X	X	X	X	X	X	X	X				No Statement or Recommendations	
												Recommend	
								X				Recommend	
		X	X	X	X	X	X					Statement About	STUDENT CONDUCT
								X	X	X		No Statement or Recommendation	
		X	X	X	X	X	X					Recommend	
												Recommend	

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Recommendation to Decrease: Wording was evident in the article to decrease or maintain existing standards relative to the objective area.

Based upon the above determinants for cells, the following totals were made:

1. Twenty-four pertinent pieces of literature were reviewed that made a statement relative to computer literacy/programming or technology. Of these, nine made a recommendation to increase the existing standards or requirements. The increase was generally a recommendation to require a course in computer literacy/programming.

2. Twenty reviews made no pertinent statements relative to computer literacy/programming. Realizing the nature of the documents reviewed, this figure is not unusual.

3. Only two reviews suggested that there not be a change, particularly an increase in the form of additional course requirements in computer literacy/technology. Both authors were in favor of integrating technology rather than segregating it.

4. Relative to student day/year and allocoated use of time, fourteen reviews made a statement of some pertinence. Thirty reviews made no inference or statements concerning this objective.

5. Eleven documents reviewed were in favor of increasing existing standards and/or structuring the day/year so that more available time for learning was evident. Only four articles read suggested no increases in standards were needed. Of these, all four suggested that existing time allocations were adequate but better use of such needed to be implemented.

6. Pertaining to the issue of student conduct, sixteen documents were reviewed that made a statement about conduct/discipline codes and their need for revision or inclusion beyond what currently exists. Of the sixteen, nine made suggestions for implementing or requiring conduct codes. There were no documents reviewed that suggested a relaxation or elimination of student conduct/discipline codes occur.

In summary, the table indicates that there were basically two divergent philosophies relative to computer literacy/technology. Essentially, there are those who favor strongly a course requirement in computer programming and those who favor an integration across the curriculum. Both have strong arguments.

Likewise, there are two camps with viable arguments for and against standards increase or implementation on the issue of student day/year. Many believe we need to increase the allocated time in both school day and school year. Others are of the foundation that more effective use of given time will produce achievements comparable to those of increased time. There was no clear delineation between school day and school year comments.

The trend pertaining to student conduct/attendance was fairly universal in belief. Only varying degrees of need for implementation and structure differentiated the documents. Clearly, the most unanimous in direction, nearly all documents reviewed were in favor of clear, fair, precise, well disseminated codes of conduct.

No attempt at weighing the value of the documents was made. It may be argued by some that the various strands studied should be weighed. This summary made no attempt to place higher value on one report or document than another.

AUTHORITY [1]

Oregon Revised Statutes

PUPIL CONDUCT AND DISCIPLINE

339.240 Rules of pupil conduct and discipline; duties of state board and district school boards. (1) The State Board of Education in accordance with ORS 183.310 to 183.500 shall prepare and promulgate to all school districts minimum standards for pupil conduct and discipline and for rights and procedures pertaining thereto that are consistent with orderly operation of the educational processes and with fair hearing requirements.

(2) Every district school board shall adopt and attempt to give the widest possible distribution of copies of reasonable written rules regarding pupil conduct, discipline and rights and procedures pertaining thereto. Such rules must comply with minimum standards promulgated by the State Board of Education under subsection (1) of this section.

339.250 Duty of pupil to comply with rules; discipline; alternate programs. (1) Public school pupils shall comply with rules for the government of such schools, pursue the prescribed course of study, use the prescribed textbooks and submit to the teachers' authority.

(2) The district school board may authorize the discipline, suspension or expulsion of any refractory pupil.

(3) Wilful disobedience, open defiance of a teacher's authority or the use of profane or obscene language is sufficient cause for discipline, suspension or expulsion from school.

(4) Expulsion of a pupil shall not extend beyond the current term or semester unless the semester ends within such a short period of time that the expulsion would be too short to be effective. However, the expulsion shall not extend beyond the second term or semester.

(5) When a pupil is expelled pursuant to subsection (2) of this section, or following a second or subsequent occurrence within any three-year period of a severe disciplinary problem with a pupil, or when it has been determined that a student's attendance pattern is so erratic that the student is not benefiting from the educational program, a district school board shall consider and propose to the pupil prior to expulsion and document to the parent, legal guardian or person in parental relationship alternative programs of instruction or instruction combined with counseling for the pupil.

(6) Upon receipt of written notice of intent to withdraw from the regular school program by a pupil 16 years of age or over for reasons other than enrolling in another educational program, a district school board shall propose to the pupil and document to the parent, legal guardian or person in parental relationship alternative programs of instruction and counseling or regular program instruction combined with counseling for the pupil.

339.260 Injury to school property by pupil. (1) No pupil shall wilfully damage or injure any school property or threaten or wilfully injure any fellow pupil or faculty member.

(2) A pupil who violates subsection (1) of this section may be disciplined, suspended or expelled.

Oregon Administrative Rules

Student Conduct and Discipline

Minimum Standards for Student Conduct and Discipline

581-21-050 (1) School district boards shall prepare written rules of pupil conduct and discipline that shall include, but not necessarily be limited to, the following topics:

(a) Assembly of students;
(b) Dress and grooming;
(c) Motorized and nonmotorized vehicles;
(d) Search and seizure;
(e) Attendance;
(f) Freedom of expression;
(g) Alcohol, drugs, and tobacco;
(h) Physical discipline;
(i) Student records;
(j) Discipline, suspension, and expulsion.

(2) School district rules pertaining to these topics shall include statements on student rights, responsibilities, and conditions which create a need for these rules.

Standards of Conduct

581-21-055 (1) Students shall comply with the written rules of the school district board, pursue the prescribed course of study, submit to the lawful au-

[1] Statutes and rules in effect April 1, 1981.

thority of teachers and school officials, and conduct themselves in an orderly fashion.

(2) Students shall be liable to discipline, suspension, or expulsion for misconduct, including but not limited to:

(a) Theft;

(b) Disruption of the school;

(c) Damage or destruction of school property;

(d) Damage or destruction of private property on school premises or during a school activity;

(e) Assault or threats of harm;

(f) Unauthorized use of weapons or dangerous instruments;

(g) Unlawful use of drugs, narcotics, or alcoholic beverages;

(h) Persistent failure to comply with rules of the lawful directions of teachers or school officials.

Procedures

581-21-060 (1) School district boards shall establish fair and reasonable procedures for discipline, suspension, or expulsion.

(2) Those local district boards that choose to allow physical discipline shall develop written procedures and controls which provide reasonable protection for students, parents, and school personnel.

Suspension

581-21-065 (1) Students may be suspended when such suspension contains within its procedures the elements of prior notice (581-21-075) specification of charges, and all opportunity for the student to present his view of the alleged misconduct. The suspending official shall notify the student's parent or guardian of the suspension, the conditions for reinstatement, and appeal procedures, where applicable. These procedures may be postponed in emergency situations relating to health and safety.

(2) Emergency situations shall be limited to those instances where there is a serious risk that substantial harm will occur if suspension does not take place immediately.

(3) School district boards shall provide students suspended under emergency conditions with the rights outlined in section (1) of this rule as soon as the emergency condition has passed.

(4) In all suspensions ordered by the executive officer of the school district or his designated representative, the district school board shall have the right of final review if the action is not taken by the school board itself.

(5) School district boards shall limit suspension to a specific maximum number of days. That maximum shall not exceed seven calendar days.

(6) School district boards or designated representatives shall specify the methods and conditions, if any, under which the student's school work can be made up.

(7) In special circumstances a suspension may be continued until some specific pending action occurs, such as a physical or mental examination, or incarceration by court action.

Expulsion

581-21-070 (1) A school district board may expel, or delegate authority to a hearings officer to expel, a student provided the student is not expelled without a hearing unless the student's parent(s) or guardian, or the student, if 18 years of age, waives the right to a hearing. Waiver may take place by the parent or the student, if 18 years of age, notifying the school district in writing of waiver of the right to a hearing. Waiver may also take place by the parent, or the student, if age 18 or over, failing to appear after notice, at the place and time set for the hearing:

(a) If the school board acts to expel, the hearing may be conducted by a hearings officer designated by the board. In cases where the hearings officer is conducting the expulsion hearing for the board, the hearings officer shall provide to the board the findings as to the facts, the recommended decision and whether or not the student is guilty of the conduct alleged. This material shall be made available at the same time to the parent or guardian, and to the student, if age 18 or over.

(b) If the authority to expel a student is delegated to a hearings officer, the parent, or student, if age 18 or over, shall have the right upon appeal to a board review of the decision. If the decision is appealed to the board for review, the board shall be provided findings as to the facts and the decision of the hearings officer. This material shall be made available at the same time to the parent or guardian, and to the student, if age 18 or over. When appealed, the board will affirm, modify, or rescind the decision of the hearings officer.

(2) Student expulsion hearings shall be conducted pursuant to ORS 332.061.

(3) Expulsion hearing policies or rules shall contain provisions for the following:

(a) Notice to the student and to the parent or guardian shall be given by personal service or certified mail of the charge or charges and the specific facts that support the charge or charges. The notice shall include the statement of intent to consider the charges as reason for expulsion. Where notice is given by personal service, the person serving the notice shall file a return of service. Where notice is given by certified mail to a parent of a suspended student the notice shall be placed in the mail at least 5 days before the date of the hearing.

(b) Where the student or the student's parent cannot understand the spoken English language, an interpreter shall be provided by the district.

(c) The student may be represented by counsel or other persons.

(d) The student shall be permitted to introduce

evidence by testimony, writings, or other exhibits.

(e) The student shall be permitted to be present and hear the evidence presented by the district.

(f) Strict rules of evidence shall not apply to the proceedings. However, this provision shall not limit the hearings officer's control of the hearing.

(g) The hearings officer or the student may make a record of the hearing.

Distribution

581-21-075 (1) School district boards, or designated representatives, shall attempt to give widest possible distribution to their rules of pupil conduct and discipline in order that students may understand the expectations of the district.

(2) School districts shall make reasonable attempts to give a copy of their current rules to each student, and a copy of the current rules shall be posted in a prominent place in the schools of the district.

(3) School districts shall make these rules available to the general public upon request.

APPENDIX B

The article, "EL's Third Annual Survey of the States," by Kate Christen and Peggy Gladstone, has been omitted due to copyright restrictions. It is taken from the Nov/Dec, 1983 issue of Electronic Learning.

STATE OF IDAHO
DEPARTMENT OF EDUCATION
LEN B. JORDAN OFFICE BUILDING
BOISE, IDAHO 83720

JERRY L. EVANS
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Dear Sir:

As a State Director for Accreditation in Idaho and member of the executive committee for the Northwest Association of Schools and Colleges, I have been given the assignment of collecting relevant material from the other regional associations. There are two areas that we are currently researching. One is report form - style and format, the other is requirements or standards that relate to computer literacy and/or computer programming. We are only concerned with elementary and secondary schools at this point. You could help us greatly by sharing current copies of your report forms and by providing a statement relative to computer use. We would be more than happy to pay for any costs incurred with delivering these items.

We would likewise be glad to share the summary materials that we generate if you so desire.

Sincerely,

DAVID G. STEADMAN
Supervisor, Accountability/Media

DGS/vw

EFFECTIVE SCHOOLS COMMITTEE
RECOMMENDATION

STATEMENT OF THE PROBLEM

With the recent proliferation of national reports dealing with effective schools and excellence in education, the President's Committee of the Commission on Schools directed that an ad hoc committee be established to review the relationship between the myriad of recommendations made by these national reports and school accreditation. The specific issues to be addressed by this committee were to determine if the recommendations made by the national reports would impact upon present Northwest accreditation standards and whether the present direction of the standards of our association should be subsequently changed or, at the least, modified. Questions that could be addressed would include:

1. Are our standards reflective of high levels of expectations?
2. While our standards insure that certain conditions exist, do these standards insure a high level of outcomes?
3. Do these standards have a data support base?

COMMITTEE DELIBERATIONS

Throughout its deliberations, the Ad Hoc Committee on Effective Schools kept in mind the stated purposes of the association listed on page 4 of the policies and standards manual. These purposes are:

1. Advance the cause of education in the schools and colleges of the Northwest.
2. Develop educational policies and activities which will extend and improve educational opportunities and services.
3. Develop criteria of evaluation which will continuously stimulate, evaluate, and accredit vital educational effort.
4. Promote cooperative relationships among colleges and schools in order to attain these ends.

The committee reviewed seven national reports and attempted to identify common threads in these reports which may impact upon the present directions of our association. These reports are:

A Nation at Risk, sponsored by the National Commission on Excellence in Education.

Action for Excellence, sponsored by the Education Commission of the States.

Academic Preparation for College, sponsored by the College Entrance Examination Board

Making the Grade, sponsored by Twentieth Century Fund.

Education and Economic Progress: Toward a National Education Policy, sponsored by the Carnegie Corporation.

A Celebration of Teaching: High Schools in the 1980s, sponsored by the National Association of Secondary School Principals.

High School: A Report on American Secondary Education, sponsored by the Carnegie Foundation.

RECOMMENDATIONS

As stated, the analysis made by the ad hoc committee resulted in the identification of ten common threads identified in these reports. These threads, listed below, are issues of substance which the committee recommends deserve a thorough, comprehensive analysis as they relate to accreditation standards. It is understood that recommendations from this analysis may result in new directions for the association. Such analysis should identify where we are and where we should/could be. Such findings should have a sufficient data base. It is recommended that the eventual outcome would be the establishment of two levels of standards--standards which are required of all member schools and standards which are desirable of all schools.

COMMON THREADS

1. Measurability. Do our standards measure learning outcomes? If so, how should they be measured?
2. High school graduation requirements. Should standards be established which establish minimum levels of requirements?
3. The relationship between schools and colleges, e.g., college entrance requirements.
4. Student conduct and student attendance.
5. Length of the student day/student year and more effective use of allocated time.
6. Role of the principal as the instructional leader.
7. The establishment of partnerships with business and professional leaders in the community.
8. Staff development activities.
9. Standards for computer literacy and computer programming course offerings.
10. Support of incentive programs for both teachers and students.

COMMITTEE STRATEGY

The strategy of this ad hoc committee is to present this preliminary report to the entire commission at the December 1983 meeting for reaction and approval to proceed. Such approval would serve as authorization for comprehensive research to take place between the December 1983 and June 1984 President's meetings. If appropriate, revisions of present standards responsive to the considerations of the ten issues listed above would be recommended to the President's committee at the June meeting. A comprehensive final report will be completed and presented to the entire commission for approval in December 1984.

Ralph Cadwallader
November 14, 1983

Chapter 4

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Ernst Boyer, writing on behalf of the Carnegie Institute, made a statement that sets the tone for this chapter.

> "We believe that today, America has the best opportunity it will have in this century to improve the schools . . . If we do not seize this special moment, we will fail the coming generations and the nation." (23:95)

Bearing this in mind and the results which were established in Chapter Three, several recommendations and conclusions will follow.

It could be generally concluded from this research that there is a need for restructuring our schools to meet the requirements inherent in an ever-changing world. Pupils have so much more to learn and so little time in which to do it, that we must take advantage of every opportunity or device that is available.

The literature actually compels us to update, if not entirely restructure our thinking and system to meet the information explosion. Many would have us do this by merely increasing requirements. There is strong argument in the literature that suggests more is not always better, however. A compromise of each belief might be the safest approach to consider.

Computer Literacy/Programming

Computer literacy courses are rapidly becoming an almost standard feature of the curriculum and computer literacy departments are appearing at an increasing number of schools. In one survey, 83 percent of the respondents reported that their schools offered introductory courses in computer awareness or literacy. Based upon the review of documents found in Chapter Three, we would conclude that there is a need for a course in computer literacy to be required or to have competencies met in lieu of. The course and its associated competencies should be locally determined and defined. (58:18)

Secondly, we believe there is a well defined need to integrate learning of computer literacy across the curriculum. Each area is impacted in varying degrees and needs diversified attention. Finally, we believe that computer literacy is different from computer programming and recommendations are made only pertaining to literacy.

Student Day/Year

Based upon the review of documents and summary information provided in Chapter Three, we believe that requirements for establishing minimimum school day/years ought to be considered. Thought should be given to increasing existing standards if they are below those that are widely found. Secondly, a specific effort should be required of each school to define allocated time, establish areas which detract from instruction and eliminate such.

Student Conduct/Attendance

The literature and documents were unamimous in their beliefs relative to student attendance/conduct. There is a firm conviction that each school and district should have a written code of conduct, that is firm, fair and widely distributed. Such a code should protect all parties and establish both authority and responsibility. We conclude that it is sound judgment to abide by the summary of Chapter Three and require each school to have an effective discipline code.

Based upon the above conclusions, we have below a series of recommendations that we propose to the Northwest Association of Schools and Colleges for consideration as new standards and policies.

RECOMMENDATIONS:

Computer Literacy/Programming

Schools shall offer a course in computer literacy/programming in grades 10-12.

The following elements should be emphasized in such a course:

a. Understanding technology as a device for information; computation, and communications (i.e., statistics, computing, word processing).

b. Understanding how technology can be used in the study of other basic curriculums and for personal and work-related purposes.

c. Understanding the social impacts of technology as it relates to people, other related technologies and futures.

d. Understanding basic operations, use of languages and types of auxilliary devices.

Schools shall require that technology and its impacts be an integral part of each required curriculum area in grades 10-12.

Schools should have adequate technological hardware and software available to each department in the school, including:

a. computers, disks, printers

b. video play, recording, and filming devices

c. courseware for each curriculum area

Student Conduct

Schools shall have a code of conduct which is:

a. cooperatively designed by students, staff, administration, and patrons

b. fair, consistent, non-discriminatory, with consequences clearly detailed

c. protective of student rights and responsibilities.

d. widely distributed

Such a code should include reference to:

a. assembly of students

b. dress and grooming

c. motor vehicles

d. search and seizure

e. attendance

f. chemical abuse

g. freedom of expression

h. use and/or possession of contraband

i. physical discipline

j. student records

Student Day/Year

The length of the school day for all grades 10-12 shall be a minimum of 5 1/2 hours of instruction, exclusive of breaks, lunch and passing time. Exceptions to this provision may only be granted through waiver by the State Committee.

The length of the school year shall be 180 days, except that the State Committee may waive up to 5% based upon special circumstances.

A specific method for increasing instruction and limiting interruptions to allocated time should be developed and implemented by each school.

Each school shall have a clearly defined attendance policy which should include the following:

a. how absences are defined and processed

b. how tardies are defined and processed

c. consequences for failure to meet minimums

d. processes for dissemination and review of policy

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